

University of Utah *School of Music*
Music 1120, Theory II Syllabus - Section 001
Spring 2025 Semester

Pre-requisite: successful completion of MUSC 1110 (Theory I) with a grade of ‘C’ or better
Credit hours: 3 Units
Section 001: MWF from 08:35 to 09:25
Lecture Venue: DGH 410

Instructor: Taylor Ouzts
Office: 😞
Office Hours: By appointment only
Office Phone: (703)-517-5470
Email: U1469626@utah.edu

Required Text and Workbook*:

Text - *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*, 5th ed. by Steven Laitz & Michael Callahan (Oxford University Press, 2023).

Workbook - *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*, 5th ed., vol. 1 – “writing & analysis.”

*These are available via ‘Instant Access’

Required Materials:

Manuscript paper and pencils with erasers; students are *strongly* encouraged to take detailed notes on manuscript paper, including examples, solutions, etc., given in class.

Recommended Text:

Music Theory Staff Paper, which is available in the campus bookstore

<https://www.youtube.com/watch?v=PEtTkksKaFk>

*I have an “open-door” policy, which means that if you see me in the library or anywhere else, feel free to ask any questions that you might have; indeed, **questions are both welcomed and encouraged.**

Course Overview and Objectives: In Theory II, we begin with a review of the material on 1st- & 2nd-species counterpoint in Chapter 2 and then proceed to 3rd-, 4th-, & mixed-species cpt. Next, we study melodic embellishment (diminution) in Chapter 10. After that, we will become acquainted with the pre-dominant function and the phrase model in Chapters 9, 11, 12, 13, & 14. At this point in the semester, we study one of the most important topics this year: tonal syntax, the period, and the sentence in Chapters 15 & 16, which will prepare students for the study of form. The notion of tonal syntax will be reinforced with both part-writing exercises and analysis; thus, it is essential that you keep up with the assigned readings and with the weekly assignments. The semester will culminate with the study of binary form in Chapter 20. While it is always important to take notes in class, students who do not take precise notes during this module will


not succeed with the weekly assignments because they will be required to reproduce the templates presented in the lecture. This topic will conclude our study of diatonic harmony before commencing a study of chromaticism in the fall (MUSC 2110).

Course Evaluation:

1. Attendance/Participation/Workbook assignments – 15%
2. *Canvas* Quizzes – 15% (5 x 3%)
3. Graded Homework Assignments – 30% (8 x 3.75%)
4. Mid-term Exam – 15%
5. Final Exam – 25%

1. Attendance/Participation/Workbook assignments: brief homework assignments will be given at the end of most classes. These homework assignments will then be taken up in the following class: students will be called upon in class to answer questions, put their homework solutions on the board, or otherwise present material to the class (see the weekly schedule below). Participation is an essential component of the course, and students must be in class to participate. In addition, weekly assignments – to be submitted for grading – will be uploaded to *Canvas* (see #3 below). If a student is absent from a class, **it is the responsibility of the student to make up any course material that was missed**, which entails meeting with the professor during an office hour – or making an individual appointment – and consulting with colleagues in the class who were present; it is not appropriate to ask the professor to re-present the missed material at a subsequent lecture because it delays the progress of the entire class. Assignments from our workbook will be assigned after *every* class. These assignments are to practice skills taught in class and for the professor to keep track of material retention and understanding throughout the semester. Moreover, students get full credit for *completion*– it is not graded for correctness. However, work will be checked for effort. If no clear indication of effort is given, the student will not receive credit and will be asked to do it again. Lastly, students arriving six or more minutes after the official class start time without *sufficient notice* will be marked late.

2. *Canvas* Quizzes: a total of five (5) *Canvas* quizzes will be given during the semester (see the weekly schedule below). The quiz will only be available for a fixed period; any student who does not take the quiz in that timeframe will not receive a grade.

3. Graded Homework Assignments: A total of eight (8) homework assignments will be posted to *Canvas* on the Wednesday of one week and must be completed and uploaded to *Canvas* on the Friday of the following week. Late assignments are not accepted. These homework assignments will be more detailed than the mini-assignments assigned at the end of class and will be graded for credit. The open file-folder symbol, , in the weekly schedule below indicates those dates on which an assignment is due. The content of the assignments will address the material covered in the lectures. Adopting a collaborative approach to discuss concepts presented in class, or to review topics in the textbook, can be beneficial; however, it is expected that all homework assignments submitted for credit are done *independently* (for more information, please see the section on "Student Responsibilities"). Lastly, when calculating the final grade, one unsatisfactory homework assignment *may* be dropped, and the percentage of the remaining weekly assignments would be calculated.

4./5. Exams: There will be two (2) exams: a mid-term and a final. While each exam is cumulative, the final exam will place a special emphasis on the most recent material. The mid-term exam date

for this section is **Wednesday, February 26** – during the regular class period – and the final exam date for this section is **Thursday, April 24** from 8:00 to 10:00 a.m. in DGH 410. **Ensure to determine your entire final exam schedule before making any travel plans for the summer break to avoid unnecessary complications. Indeed, it is the student's responsibility to take the final exam on the date scheduled by the registrar.**

Weekly Schedule of Topics and Due Dates

(All textbook readings are to be done *in advance* of the class)

Week 1, Review: Ch. 2, "Review of 1st-, 2nd-, & 4th-Species Ctpt. and Intro. to 3rd- & Mixed-Species Ctpt."
M, Jan. 06 Textbook, pp. 81-97 (re-read)
W, Jan. 08 Class Handouts
F, Jan. 10 Class Handouts

Week 2, Ch. 10, "Diminution: Melodic Embellishment"
M, Jan. 13 Textbook, pp. 239-47
W, Jan. 15 Textbook, pp. 249-58, **Assignment #1 posted**
F, Jan. 17 Textbook, pp. 224-35

Week 3, Ch. 9, Review of "The PD Function & The Phrase Model" & Ch. 11, "Six-Four Chords"
M, Jan. 20 *Martin Luther King Jr. Day (no class)*
W, Jan. 22 Textbook, pp. 235-38, **Assignment #2 posted**
F, Jan. 24 Textbook, pp. 259-68, **Assignment #1 due**

Week 4, Ch. 11 cont., "Six-Four Chords & Plagal Motion,"
M, Jan. 27 Textbook, pp. 268-76
W, Jan. 29 Practice Using the Cadential 6/4, **Assignment #3 posted**
F, Jan. 31 Textbook, pp. 277-82, **Assignment #2 due**

Week 5, Ch. 12, "Pre-Dominant 7th Chords & Embedded Phrase Models"
M, Feb. 03 Textbook, pp. 283-93
W, Feb. 05 Practice Analyzing Pre-Dominant 7th Chords, **Assignment #4 posted**
F, Feb. 07 Practice Using Pre-Dominant 7th Chords, **Assignment #3 due**

Week 6, & Ch. 12 cont., "Pre-Dominant 7th Chords & Embedded Phrase Models"
M, Feb. 10 Textbook, pp. 293-98
W, Feb. 12 Textbook, pp. 299-304
F, Feb. 14 Practice Analyzing the Embedded Phrase Model, **Assignment #4 due**

Week 7, Ch. 13, "The Submediant and the Step-Descent Bass"
M, Feb. 17 *Presidents' Day (no class)*
W, Feb. 19 Textbook, pp. 305-16

F, Feb. 21 Textbook, pp. 316-19

Week 8, Mid-Term Exam & Practice with Analysis

M, Feb. 24 Mid-Term Review

W, Feb. 26 **Mid-Term Exam**

F, Feb. 28 Practice with Analysis

Week 9, Ch. 14, " The Mediant & the Back-Relating Dominant"

M, Mar. 03 Textbook, pp. 320-24

W, Mar. 05 Textbook, pp. 325-30, **Assignment #5 posted**

F, Mar. 07 Textbook, pp. 331-33

Week 10, *Spring Break* (March 03 – 09, **no classes**)

Week 11, Ch. 15, "The Period"******

M, Mar. 17 Textbook, pp. 335-43

W, Mar. 19 Textbook, pp. 344-51, **Assignment #6 posted**


F, Mar. 21 Composing a Period – Model Composition,  **Assignment #5 due**

******It is essential to take accurate notes at this and subsequent lectures because I will modify Laitz' diagrams. Students are expected to use the templates posted to Canvas for homework.

Week 12, Ch. 15 cont., "The Period" & Ch. 16, "The Sentence"

M, Mar. 24 Practice Analyzing Periods


W, Mar. 26 Practice Analyzing Periods, **Assignment #7 posted**

F, Mar. 28 Textbook, pp. 353-59,  **Assignment #6 due**

Week 13, Ch. 16 cont., "The Sentence, Double Periods, and Asymmetrical Periods"

M, Mar. 31 Textbook, pp. 360-66


W, Apr. 02 Practice Composing a Sentence, **Assignment #8 posted**

F, Apr. 04 Practice Analyzing Phrase Designs,  **Assignment #7 due**

Week 14, Ch. 20, "Binary Form"

M, Apr. 07 Textbook, pp. 444-50

W, Apr. 09 Composing a Simple Binary Form – Model Composition (Schubert Waltz)

F, Apr. 11 Textbook, pp. 451-59,  **Assignment #8 due**

Week 15, Ch. 20 cont., "Binary Form"

M, Apr. 14 Practice Analyzing Binary Forms

W, Apr. 16 Practice Analyzing Binary Forms

F, Apr. 18 **Final Review – Part I**

Week 16, Review for the Final Exam

M, Apr. 21 **Final Review – Part II**

Th, Apr. 24 **Final Exam from 8:00 to 10:00 a.m. in DGH 410**

Keyboard skills: knowledge and use of the keyboard is *essential* for checking homework assignments and playing examples in the text. **Always know how your work sounds!**

Minimum grade of 'C' required in Music Courses

A grade of C or better is required in any music course to be counted toward graduation of a music major in the Bachelor of Music, or the Bachelor of Arts, degree programs. Students receiving a C- or lower in any music course must repeat that course and should not continue in the sequence until they have satisfactorily completed that course.

Important Dates:

Classes begin on Monday, January 06
Last day to drop (delete) classes: Friday, January 17
Mid-Term Exam: Wednesday, February 26
Last day to withdraw from classes: Friday, February 28
Holidays:
 Martin Luther King Jr. Day, Monday, January 20
 Presidents' Day, Monday, February 17
 Spring break, Sun.-Sat. March 09-15
Classes end on Tuesday, April 22
Reading Day: Wednesday, April 23
Final Exam: Thursday, April 24, 8:00 – 10:00 a.m. in DGH 410

Letter Grade Breakdown

(Passing grades are highlighted in green)

A: 94% – 100%
A-: 89% – 93%

B+: 86% – 88%
B: 83% – 85%
B-: 79% – 82%

C+: 76% – 78%
C: 73% – 75%
C-: 70% – 72%

D+: 66% – 69% E: ≤ 59%
D: 63% – 65%
D-: 60% – 62%

University Policy Statements

COVID-19 Campus Guidelines

For the most up-to-date guidelines regarding COVID-19, please consult the Campus COVID-19 Response:

<https://coronavirus.utah.edu>

Students, Faculty, and Staff are required to self-report if they test positive for COVID-19.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice must be given to the Centre for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to plan for such accommodations. All written information in the course can be made available in alternative format with prior notification to the Centre for Disability Services.

Email Policy

"A University assigned student email account shall be the University's official means of communication with all University of Utah students. The University reserves the right to send

official communications to students by email with the full expectation that students will receive email and read these emails in a timely fashion." <https://financialaid.utah.edu/policies/email.php>

Student Names & Personal Pronouns Statement

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Faculty and Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Defining Plagiarism: "Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offence subject to the same kinds of accountability and the same kinds of support applied to offences against other protected categories such as race, national origin, colour, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Co-ordinator in the Office of Equal Opportunity and Affirmative Action (801) 581-3865, or the Office of the Dean of Students (801) 581-7066. For support and confidential consultation, contact the Centre for Student Wellness (801) 581-7776. To report to the police, contact the Department of Public Safety (801) 585-2677 (COPS).

Q. Accommodations Policy (<http://regulations.utah.edu/academics/6-100.php>)

"Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within, and among, academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major. It is the student's obligation to determine – before the last day to drop

courses without penalty – when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides – through this policy – a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department Chair or, in the case of a single-department college, to the office of the Dean. The student's request must articulate the burden the requirement would place on the student's beliefs.”

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Center for Wellness & University Counselling Center

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counselling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

O. Attendance Requirements (<http://www.regulations.utah.edu/academics/6-100.html>)

1. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. **Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.**
2. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. **Such units *must* provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students *must* deliver this documentation to their instructors before the absence.**
3. Except in cases of sudden illness or emergency, students shall, in advance of the absence, arrange with the instructor to make up assignments (see policy on assignments in #3 of the course evaluation section above).
4. Unexpected University facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations; however, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc.

Non-Contract Note

“The syllabus is meant to serve as an outline and guide for the course, and it is not a binding legal contract. Please note that the instructor may modify it – including the Weekly Schedule of Topics –

at any time with reasonable notice to the students. **Should students have any questions or concerns about the syllabus, it is their responsibility to contact the instructor for clarification.**"

Ten Constructive Behaviors to Create a Trajectory for Success...

- 1) Attend class routinely.
- 2) Arrive to class on time.
- 3) Stay for the *entire* class period (which is only 50 minutes).
- 4) Take notes in class.
- 5) Read the textbook, supplement your notes, and highlight salient passages.
- 6) Ask questions.
- 7) Ask for help.
- 8) Take advantage of office hours or individual appointments.
- 9) Turn in all homework assignments.
- 10) Consider how the class material *informs* the music you are learning and playing/singing.

